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ABSTRACT

Intended for use with secondary school students, a course on effective listening has material for an 18-week course to meet daily for a minimum of 45 minutes. The objectives are to build an awareness of the factors that will affect listening ability and to build the kind of aural experiences that can produce good listening habits. An integral part of the course is the use of outside speakers who come into the classroom and present a wide variety of topics and visual experiences and who challenge the students in their listening behavior and habits. The first unit, "What is Listening," provides a definition of listening. The second unit, "The Selective Process," builds an awareness of the factors that affect one's listening efficiency. The third unit, "Hearing," provides an understanding of the physiology of the human ear. The fourth unit, "Attending To," provides students with the basic skills concepts which can help them to improve their listening abilities. The course concludes with the fifth unit, "Understanding and Remembering," which offers students a variety of activities for engaging in listening experiences. (Each unit is accompanied by suggested activities, guest speakers, audiovisual materials, and content readings.) (HOD)

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Effective Listening

CURRICULUM GUIDE

High School

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PREFACE

The following curriculm guide for teaching Effective Listening is the result of]0 years of classroom experiment, trial and error. This is the listening course I teach at Cooper Senior High. Its development is logical to me, but also general in scope and depth of instruction. There is more than enough of material here for an]8-week course meeting every day for a minimun of 45 minutes.

Its taken]0 years to be able to find and purchace the materials, put activities into meaningful sequence and be confident enough to know that this approach works. This basic outline has also worked in many adult in-service courcc I've conducted as well as at numerous conventions and seminars around the country.

Parts of this guide can be implemented depending on how much time you have, your enthusiasm and willingness to experiment. There's an abundonce of materials and expertise in the market place now to assist you in whatever you wish to accomplish. This was not so when I started, in]972 at least that's what my limited experience told me then. It is also considered not a basic skill and writtn into federal law, with the passage of the Primary and Secondary Education Act of]978 by the U.S. Congress. Many states have also passed laws declaring the same fact. so there is plenty of legal justification for teaching effective listening aside from its need and importance in our lives.

I hope this Guide will alleviate some of the hysteria I experienced prior to this printing.

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OUTSIDE SPEAKER CONCEPT

It is a policy and an integral part of this course, to provide the students with a wide variety of live listening experiences. When available, speakers from the community come in and supplement the curriculum directly, and to present a wide variety of topics, visual experiences and to challenge the students listening behavior and habits.

Listed below are the speakers who spoke to my class this past semester. They were contacted by our Community Resource Center, at my request. I tried to schedule one a week, but it wasn't always that simple. Throughout the guide, you will be referred to this list by speaker number #2.

1. Local policeman in civilian clothes.

2. Crisis Intervention Center telephone counselor form Y.E.S. (Youth Emergency Services)

3. Municipal Ordinance Official-Noise Pollution Monitor.

4. Health nurse on duty on school.

5. Assistant County Attorney-New Juvenile Justice laws.

6. Sign language teacher, Hennepin Vo-Tech.

7. Battered Wives-Woman counselor form New Beginnings.

8. Politician, State Senator.

9. The Annex-Teen age Clinic. Counselor on Human Sexuality.

10. Local Army Recruiter

11. Northwestern Bell Telephone Town-Talker Program

12. Radio disc jockey from 2-way Talk Radio Show, KSTP-AM.

Any other speakers with unique topics are advised, because the students must adapt to different listening demands placed on them by the entire speaking-listening exchange, and hopefully will develop a more tolerant attitude to new people, concepts, things, and ideas.

11.

Listening Skills, Objectives and Goals

Any course or effort that will lead to listening improvements should try to:

1. Build an awareness to the factors that will affect listening ability:
2. Build the kind of aural experiences that can produce good listening habits (resulting in improved skills and comprehension)

A. Specific Comprehension Skills or Goals--

1. To remember significant details accurately.
2. To remember simple sequence of words and ideas.
3. To follow oral directions.
4. To understand denotative meanings of words.
5. To understand meanings of words from spoken context.
6. To listen, to answer and to formulate simple questions.
7. To paraphrase a spoken message.
8. To understand connotative meanings of words.
9. To identify main ideas and to summarize the 5 W's.
10. To listen for implications of significant details.
11. To listen for implications of main ideas.
12. To understand interrelationships among ideas expressed or implied and the organizational pattern of spoken materials well enough to predict what will come next.
13. To follow a sequence in a. plot development b. character development c. speaker's argument
14. To impose structure on a spoken presentation, sometimes including note-taking by: a. realizing purpose of speaker, b. remaining aware of personal motives in listening, c. connecting and relating what is said later in the presentation with earlier portions, d. detecting transitional words or phrases which refer the listener back or carry him along, e. detecting the skeleton of main and supporting points and other inter-relationships.
15. To connect spoken material with previous experience.
16. To listen, apply, and plan action.

B. Critical Listening Skills-

1. To distinguish fact from fancy, according to a criteria.

2. To judge validity and adequacy of main ideas, arguments, or hypotheses.

3. To distinguish well-supported statements from opinion and judgement and to evaluate them.

4. To distinguish well-supported statements from irrelevant ones and to evaluate them; to sort relevant from irrelevant information.

5. To inspect, compare and contrast ideas and arrive at some conclusion in regard to them. e.g. the appropriateness and appeal of one descriptive word over another.

6. To evaluate use of fallacious such as: a. self-contradictions b. "skirting" the question at issue, c. hasty or false generalization, d. false analogy, g. failure to present all choices, f. appeal to ignorance.

7. To recognize and judge effects of devices the speaker may use to influence the listener, such as: a. music, b. loaded words, c. spice intonation, d. play on emotional and controversial issues e. propaganda, sales pressure, i.e. to identify affective loading in communication and evaluate it.

8. To detect and evaluate bias and prejudice of speakers point of view.

9. To evaluate the qualificationa of the speaker.

10. To plan to evaluate ways in which the speaker's ideas might be applied in a new situation.

******* "This list of skills is a compilation from many well-known authorities including, Berry, Brown, Early, Hogan, Nichols, Niles and Russell. Of course separation is difficult." Sara W. Lundsteen, Listening: Its Impact on Reading and the Other Language Arts NCTE--ERIC Clearing House 111 Kenyon Road, Urbana, Ill. 61001 pages 52-53.

UNIT I

What is Listening?

I finally landed on the idea of building my course around the definition of listening form Larry Barker's book, Listening Behavior. (now out of print) There if an ample amount of content areas and listening skills implied in this definition to construct an entire course around. I already had many of these items in their logical place, and it was reassuring to see them fit so nicely into these categories, and it gave the whole area some logical sense, His definition of listening is.....

the selective process of

attending to

hearing,

understanding,

and remembering,

aural stimuli

from other people.

There will be only a slight variation in the order of presentation of these unit topics to accommodate ones logical senses. But they will all be covered thoroughly if you use all of the following units.

Getting Started

This always seems to be the hardest part because there is so much to consider, the topic is so vast. I start out with a slide/tape presentation I've developed over the years which provides me with a basis of instruction. It gets the discussion opened up and gives me places to go regarding the unit topic, "What is Listening?"

"The Language of Listening"
Slide/Tape Presentation

A discussion can then follow on these questions directly related to the 10 minute presentation:

1. Identify the purpose of it, or its title.
2. Distinguish between hearing and listening.
3. Write your definition of listening.

Since this not commercially available yet, an assortment of films can be used in its place to get you going. I also use this film in addition to the slide presentation. It covers the topic in a general but thorough manner and gives you many opportunities for expanding to other areas of listening.

16 MM Film-- Listening Between The Lines
Alfred Higgins Productions, Inc.
9]00 Sunset Boulevard Los Angeles, CA 90069

Some suggestions on how to use this film:

A. Play film through first time:
Give no instructions other than try to get as much as you can out of it. (This will attempt to get them in their natural listening state,) Taking notes is optional.

B. Following the film, ask a few general recall questions:
]. Recall title. (you'd be surprised)
2. Their definition of hearing vs. listening?
3. Three obstacles to effective listening.
4. What does title really mean?

C. Based on these and other inquiries, comments can be made on their listening behavior, which really refers to almost anyone.
]. How they listened to the film is their listening behavior they have learned over the years.
2. Listening effectively is hard work, or (active vs. passive listening)
3. Purpose of film was to understand and remember important facts. (discriminative listening) and it was a serious type of listening.
4. Note-takers can share methods and discussion and can proceed to touch on cognitive skills (listening for main idea etc.) needed in classrooms.
5. What was your mind doing if you didn't get very much out of it? What were you thinking about? (mental discipline and fighting physical distractions needed)

Book sources to find support information for above points:
Hirsch, Robert O., Listening: A Way to Process Information Aurally, Gorsuch Scarisbrick, Publishers 576 Central Ave. Dubuque, IA 52001 45 pages, bibiliography.

Another Source:

Textbook-Are You Listening? Ralph G. Nichols & Leonard Stevens, McGraw-Hill
I made up 10 ten-minute lectures on audio tape, from the first 10 chapters of their book and did two a day for a week. They were tested on each one and we discussed some of the material. A list of 44 things to do is at the end of book.

Listening Activities:

42 page booklet of 38 listening activitees for use in the classroom, entitles: Listening Instruction, Andrew Wovin & Carolyn G. Coakley, ERIC-TRIP Bookley available from SCA, 5105 Backlick Road, Annandale, Virginia 22003.

Other Supplementl Sources:

Media & Methods Magazine;
"Learning to Listen," April, 1976, Louis Giansante.

"Listening as a Learning Skill", January, 1979, Adele Patterson.

Listening Behavior, Larry Barker (out of print)
Chapter One: "Introduction to Listening"
Chapter Two: "Anatomy of Listening Process"

New one to replace this one with Dr. Lynan K. Steil, entitles: Effective Listening.... Developing Your Ear Q. Publisher is Gorsuch Scarisbrick, Dubuque, Iowa.

Diagnostic Pre-Tests

These can be given any time in first week or so.

The Brown-Carlson Listening Comprehension Test Forms Am Bm Can be used as post test at end of drills. Available from Harcourt-Brace Javanovich.

S.T.E.P. Tests- All levels available. Educational Testing Service, Englewood Cliffs, N/J.

So, this is the base from which you begin, thus striving with exercises and drills to improve on the pre-test score when the instructional portion of the unit or course in completed, by administering a post-test instrument.

End of Unit I, What is Listening?

Unit II.-the selective process. . . . . .

Objective: To build an awareness to the factors that affect ones listening efficiency.

A. Suggested Content Area: Bad Listening Habits
Source: Education, January 1955, "Ten Components of Effective Listening," Dr. Ralph G. Nichols.
Bad Habits Inventory, line written form, plus available for purchase on audio tape from Telstar Productions, 366 North Prior Ave. St. Paul, Minn 55104 "The Ears & Hearing." (Speech given by Dr. Nichols on bad habits.

Guest Speaker 5; Assistant County Attorney.

A-V Materials Used:
16mm film, Effective Listening McGraw-Hill. Covers topics of daydreaming, debating the speaker and other uncontrolled habits to overcome.

Readings:
Listening Behavior, Larry Baker; Chapter 3. "Variables Which May Influence Listening Behavior."
op. cit. Chapter 4, "Identifying Your Listening Problems.

B. Suggested Content Area: Emotional Filters
Listening Concept: Listening is a BEHAVIOR that we learn over the years.

Exercise: Students listen to speech of a very controversial topic to see how ones background affects their listening attitudes. (i.e. gun control, homosexuality, feminists, politics)

16mm Movie: Perception, Mc Graw-Hill. It explores the area of subjectivity in what we see and hear.

Guest Speaker #1, local cop in civilian clothes

C. Suggested Content Area: Active Listening in Interpersonal Communication.

Discuss any workable Communication Model which covers traditional sender, receiver, etc. and responsibilities of effective communication.

Define "Active" listening and "emphatic" listening.
Guest Speaker #2, crsis intervention counselor on hot-line telephone.
Readings: Chapter 7, Listener Feedback & Response Barker. On Becoming a Person, Carl Rogers. Egospeak E.G. Addeo, deals with conversation as ego-builder and which impeded our listening to others.

Interpersonal (con't)

A-V Materials Used:
S/T-Learn to Listen and Express Yourself, Center for Humanities; The Blame Game. 16mm film which demonstrates listening techniques to keep our communication channels open in hostile times; Project Listening, audio tapes which help students respond to different situations which arise between people.

D. Suggest content area: Noise pollution/Sound Awareness Listening concept; Noise has conditioned us to tune-out everything we don't want to deal with. The effect of our noisy life has formed us to be overly selective to what we listen to every day.

Suggest Activity: Students do "Sound Diary" from their daily environment. Record all sounds they hear for a period of 15 minutes. (busy street corner, family room etc.)
Movie: Listening, Churchill Films, shows elementary classroom redalling sounds on way to school.
Readings: "Sound Activities" Media & Methods, 12-73.

Noise Pollution- Audio Tapes, CBS Reports, Noise Pollution Center for Cassette Studies Inc.
Readings: "Urban Din Foga the Brain", Psychology Today May, 1973.
Guest Speaker: City Noise Ordinance Speaker #3.
Movie: Noise is Pollution Too, Journal Films.

Unit III. . .hearing.....
Objective: Understanding the physiology of the human ear

A. Suggest Content area: Parts of the ear, normal and abnormal hearing.

Suggest Activities: School nurse can test students hearing with Audiometer, frequency and decibel levels are tested. Hepman's Auditory Test can be administered by hearing specialist from building or district.

Identify parts and function of human ear (outer, middle & inner) Biology teacher can supply you with diagrams.
Physics of Sound Waves which we hear can be supplied by electricity or physics teachers.
Hard of Hearing records-What it sounds like to be deaf.
Readings: Barker; Appendix:"The Human Ear"

Guest Speaker: How to Use Sign Language #6

Movie: The Ears and Hearing, Encyclopedia Britannica It shows you the actual inside parts of a human ear and explains a form of corrective surgery.

SECOND HALF OF COURSE
Skill Development

Unit IV.....attending to.....

Objective: Begin studying basic skill concepts which can help to improve ones listening abilities.

A. Suggested Content Area: Introduce memory training techniques to improve retention levels.

Readings: The Memory Book by Lucas & Lorayne.
This best seller contains the various types of mnemonic techniques and exercises to practice each of these devices.

Audio Tapes-Memory Made Easy, Robert L. Montgonery Associates.
Movie: Memory Made Easy, McGraw-Hill.

B. Suggest Content Area: Specific listening skills covered in, Dake Listening Series, Amidon Associates, to prepare student to improve thinking skills.
Activities:
Dake Tapes 1 & 2-Discussion of listening set as direction of attention of learner for what to listen for. Listener attitude. Also, how a person's cultural background and life's experiences affect his listening.
Dake Tapes 3 & 4-Learn to control and focus one's concentration. Explains, "gating" principle, selectivity in what we choose to listen to.
Dake Tapes 17&18-Exercises experiencing shutting out one sound and concentration on others. Awareness when one is being selective can help become more effective.
Dake Tapes 5 & 9-Introduction to listening skills of visualization and auralization, or seeing and hearing in our mind what it is you want to remember. Also an explanation of congitive, visual and organizational search images. These are clues to help remember and listen to important parts of a variety of data.

C. Suggest Content Area: Speed Listening employed with the use of time-compressed speech machine. Activities are taped at 60% compression forcing students to practice concentration. Maintaining your attention span is critical for sustained effective listening. The VoCom I machine form PKM Corporation is used to compress old guest lecturer speeches with comprehension tests following each lesson.
Guest Speaker: Teen Medical Clinic Counselor, "Human Sexuality"

Unit V.....understanding and remembering

Objective: Provide students with a variety of listening experience to help them develop a variety of skills on a variety of types of activities.

A. Listening Comprehension Practice
20 lessons with comprehension questions, where students listen to short paragraphs and are given a test following each. They are encouraged to incorporate any menory techniques covered and/or the Dake principles discussed to approach their listening assignments with these skills suggestions in mind. Good practice opportunities.
Book Used: Donn Byrne, Listening Comprehension an Practice Longman Group Limited, London.

B. Discriminative Listening Practice
Suggest content areas: Skills of immediate recall, and following directions.
1. Immediate Recall-Short term listening skills, recalling of facts, numbers, streets etc.
Dake Tapes 10-11---Exercises involve card hands, phone numbers and street addresses.
Other Activities: Recall experiences can be produced using such things as newscasts, weather reports sports scores, want-ads and Dear Abby/Ann. columns.
2. Following Directions-Short term listening skills utilizing Dake's visualization and auralization concepts.
Dake Tapes 13-14-15--Emphasis is on concentration on following a sequence of instructions. Lined graph paper is most effective lesson where students draw certain figures according to the instructions given on the tape.
Other Activities-Thinking Skills Series from Midwest Publications, Pacific Grove, CA. (Deductive thinking) Brain Stretchers Visual Thinking Skills, are read to students to properly reconstruct. Again, visualization add auralization skills are stressed for accuracy.

Also consult the Wolvin/Coakley book, Listening Instruction,or Nichola Are You Listening in the 44 things to do list.

Guest Speaker: Local Army Recruiter #10
Battered Women Counselor #7.

Skill Development (con't)

C. Critical Listening Practice- Active listening designed to detect bias & Prejudice, forms of of propaganda techiques, plus inferences and innuendo.

Dake Tapes 18 & 19-------Development of cognitive skills.
20 & 21 Selecting linking or transition words and phrases that show a relationshop between or among ideas in a sentence.
(i.e. orgnization, details, main ideas, supporting ideas, relation of main ideas, sensitivity to language tone, mood, figures of speech, imagery and symbolism.

Reading: Barker, Chapter 5, "Listening to Biased Cimmunitcation"
Keyler, Stanley, English Journal, August]967.

Other Suggested Activities: Using radio and television editorials, or reading them from various print materials. Commercials from television and radio, protest songs, strong emotional speeches either political or cultural.

Propaganda Techniques must be pointed out and applied where possible in above lessons.

]6 MM Film, the controversial, Selling of the Pentagon is excellent in seeing bias used in real life situations.

Guest Speaker: Local State Senator
Two-Way Talk Radio Disc Jockey

Post-Test

Brown-Carsen Listening Comprehension Test Form Bm

S.T.E.P. Tests, Educational Testing, Part II.

Supplemental Worksheets:

Selected articles are used from either of the Duker Readings Books as extra filler readings. Worksheets can be produced from the many excellent articles within.

Supplemental A-V Materials:

An exhaustive bibliography of materials for all levels can be obtained f om LEND ME YOUR EAR, INC. There are more than 225 entries of films slides etc. for purchase from distributors.